

CHAPTER I

PRELIMINARY

A. Background Problem

Thailand is a constitutional monarchy led by King Rama X, King Vajiralongkorn Bodindradebayavarangkun, as head of state and Prime Minister, currently Prayut Chan-o-cha, as head of government. Thailand is divided into 77 government regions (provinces) known as changwats and 2 (two) Special Regions of Bangkok and Pattaya. Provinces are further divided into a number of districts (equivalent to districts) and sub-districts (equivalent to kecamatan). The population of Thailand is mostly composed of Thai tribes and a number of ethnic minorities such as Chinese, Akha, Lisu, Karen, Hmong, mountainous tribes in northern Thailand and Malays in southern Thailand and central Thailand.

Thailand's current education system is based on education reforms regulated under the 1999 National Education Law. Significant changes from these education reforms lie in uniform policy implementation, flexibility of policy implementation, decentralization, quality assurance, quality improvement training, teachers at all levels and resource mobilization. These important changes include:

1. Expansion of compulsory education to junior secondary education and free education to senior secondary education.

2. Reform of the curriculum for basic education, vocational education and higher education, which are based on the needs of the community

3. Establishment of the Office for National Education Standards and Quality Assessment (ONESQA), which is responsible for external quality control.

Education is very important for humans as individuals and as social creatures. There are official educational institutions that develop human resources towards a more integrated and advanced system in all areas of life.¹

Implementation of Islamic education for public schools in Bangkok (Thailand). Due to differences in social contexts, religious identities and beliefs such as Buddhism, Islam, Christianity, are the most influential on education in the area. And some have Muslim communities in Bangkok and public schools that have modified the way of education by adding religious activities and launching more intense Islamic education courses to meet the needs of the Muslim community and to achieve the most benefit for students.

Along with the existence of Muslims in Bangkok (Thailand), Islamic education has also emerged and developed in areas that are mostly occupied by Muslims. Islamic education grows and develops, especially in

¹ Murtadha Muthahari, *The Concept of Islamic Education*, (Jakarta: Iqra Kurnia Gemilang, 2005).90

the Muslim community in Bangkok and the suburbs there are the busiest mosques, namely districts: Nong Chok, Minburi, Suanluang, Prawet, and in other suburbs with Islamic education. Islamic education institutions in the form of Islamic boarding schools exist and are open. Very many private schools have Islamic education. However, very few public schools have Islamic education.²

Currently, there are 2 types of implementation of Islamic education at the public primary school level. The first characteristic is that it requires Muslim students. To learn Islamic education through the subject of social, religious, and cultural education with the aim that students have knowledge, understanding, and obey the principles of faith, practice, and morality that can be applied correctly, with an allocation of 1-2 hours per week. The second characteristic is deep Islamic education in which students will receive learning Islamic education together with general subjects according to the core curriculum of basic education and Islamic education in 2008, i.e. there are an additional 8-10 hours per week to study Islamic education. Parallel education management will be used in public schools at both the SD and secondary education (SMP) and (SMA) levels which are standard and of interest from the community. Education in general and religious subjects can be used to study at a higher level.³

² Nittaya masyor, *Administration of the Islamic Religious Sciences Curriculum*, (In Tasana, dministrators and primary school educators in the Muslim community 2002). 1

³ Ministry of Education, *Islamic Education Curriculum Book 2008*, based on the central education curriculum. (Bangkok: pim Manum Agricultural Cooperative Thailand Ltd, 2008), 2

In the past, the implementation of Islamic education at state schools has built the trust of parents and society. However, they still face problems in various ways. In teaching and learning courses, curriculum management there are many limitations of educational resources, therefore it is necessary to make rules for Islamic education in public schools in several places. At present, it is impossible to produce quality lessons. And having the desired characteristics as determined by the program as a result, the teaching and learning process of Islamic education in public schools is not as successful as expected.⁴

From the background of the problems and realities above, the authors are interested in conducting research with the title **"THE IMPLEMENTATION OF ISLAMIC CURRICULUM IN PUBLIC SCHOOLS BANGKOK CITY YEAR 2020/2021"**

B. Problem Statement

1. What is the curriculum that is implemented for a Muslim in public schools in Bangkok city?
2. How does the implementation of Islamic curriculum in public schools in Bangkok city

C. Research objectives

In this study, researchers have the following objectives.

1. Studying the curriculum for a Muslim in Bangkok city public schools.

⁴ Nittaya Masyoh, *Islamic Studies Program in the Opinion of Management and Teachers of Islamic Primary Schools in Muslim Communities*, (Chachoengsao: Province2002), 1

2. Studying the implementation of Islamic curriculum in Bangkok city public schools.

D. Benefits of Research

This research is a research about the implementation of the Islamic education curriculum in public schools in Bangkok. head of PAI, PAI teacher, as follows: 1. Knowing the implementation of Islamic education in public schools in Bangkok and metropolitan areas as information for improvement and development of Islamic education curriculum 2. Knowing after interviewing teachers who teach Islamic education. And work experience 3. Knowing the recommendations and guidelines for implementing the Islamic education curriculum in public schools in Bangkok areas, which inform the school administrators and teachers can use them to promote the development of the teaching and learning process of Islamic education in public schools.

E. Research Methods

The purpose of this study is to research the implementation of the Islamic education curriculum public schools in Bangkok. Researchers have carried out research in 3 stages, the following is what researchers did.

1. Study qualitative data collection documents by interview, quality data summary analysis, design and development of online questionnaire tools (google Form)

2. Qualitative data storage, Qualitative data analytical summary, Interpret qualitative research findings
3. Process quality and prerequisite data, Offer formula management guidelines.

The research method chapter consists of a research plan, research tools, data collection, data analysis.

1. Research Plan

Survey pattern, a research tool development model, divided into 3 steps, namely Step 1 studying qualitative data from document study and interviews with related parties. when qualitative results are obtained, they are used as guidelines for defining and constructing tools. Step 2 use the online questionnaire created to conduct research. To analyze the perspectives of those involved in implementing the curriculum. Step 3 of data processing obtained from interviews and surveys from online questionnaires after that, the implementation of Islamic education carried out by researchers is presented as shown in the following figure.

Step 1 Study research papers and interviews to create research tools.

The purpose of this study was to analyze data on the views of the head of Islamic Education and Islamic Studies teachers in terms of guidelines for the implementation of Islamic education programs. Learning by studying research documents and interviewing stakeholders with interviews are used to interview structure and educational interviews to

build and develop tools that will be used to collect data with the questionnaire in step 2 with further research.

Step 2 Qualitative research using the survey method.

The main contributor to this study is a group of people involved in the implementation of Islamic education public schools in Bangkok areas including the head of PAI and a PAI teacher using the entire population in the study.

Step 3 The curriculum management recommendation process is obtained from interviews and online questionnaires

Researchers took the information obtained from interviews. And the suggestions from the questionnaire in section 3 to process the data then show the guidelines for implementing Islamic education.⁵

2. Research Tools

a. The instrument used in qualitative research

Researchers have made interviews from education to carry out the implementation of Islamic education public schools in Bangkok. There are 4 fields, namely

- 1) Preparation for the implementation of Islamic education
- 2) Planning for the implementation of the Islamic education curriculum

⁵ Ratana Buason. *Research and development of educational innovations*, (Type 2. Nakhon Sawan 2011), 56-57

- 3) Implement management of the implementation of the Islamic education curriculum
- 4) Supervision, monitoring, and evaluation

The qualitative research tool is the interview form of the Head of Islamic Education and a PAI teacher who is carrying out PAI program assignments in public schools, interviews to find out as much information as possible about Islamic education, which the interview tool is divided into 2 parts: Part 1 Information about the general condition of people the interviewed features add words Part 2 Information about the implementation of Islamic education public schools in Bangkok securities are 4 areas: 1) Preparation for implementing the Islamic education curriculum, 2) planning for the implementation of the Islamic education curriculum 3) management of the implementation of Islamic education 4) supervision, supervision, monitoring, and evaluation. ⁶

b. The instrument used in qualitative research

The tool used to collect qualitative research data is an online questionnaire created by the researcher. It was obtained from the analysis of information, interviews, and the perspective of an intensive Islamic education teacher. Its contents about the implementation of the Islamic education curriculum, the implementation of Islamic education on this issue, are divided into 3 parts as follows

⁶ Ratana Buason, *Qualitative research study*, (4th edition). bangkok: publisher. (Chulalongkorn University2013), 109

Part 1 is a questionnaire about general information from respondents. There is a type of online questionnaire with only one option that asks about the name of the school, the number of students and the PAI teacher, and the percentage (%) of students who are Muslim,

Part 2 is a questionnaire on the implementation of the Islamic education curriculum. In public schools in Bangkok.

Part 3 is an open questionnaire for respondents to provide suggestions. And find guidelines for the administration of the Islamic education curriculum in public schools in Bangkok.⁷

c. Methods for creating qualitative research tools

In making a qualitative research tool for data collection purposes, the researcher makes an interview form according to the following steps:

- 1) Studying research papers related to researchers developing interviews.
- 2) Prepare a semi-structured interview or semi-standardized interview by defining the scope of questions to cover the content of the Islamic education curriculum. intensive education in public schools in Bangkok and its areas in 4 areas: 1) preparation for implementing the Islamic education curriculum; 2) planning the implementation of the Islamic education curriculum; 3) Implementing the implementation of the Islamic

⁷ Ratana Buason, *Combined Methods for Research and Assessment*,. (Bangkok: V. Print 1991),76

education curriculum and 4) supervision, supervision, monitoring, and evaluation. Then bring in an advisor to verify the correctness and provide suggestions for improvement⁸

- 3) Bring the interview. let's improve then ask a teacher adviser to determine the truth and provide suggestions for improvement to make it more complete
- 4) Researcher revises tool quality again to ensure the integrity of defects found from sample responses.
- 5) Conduct correct and complete interviews for further research purposes.

d. Methods for creating quantitative research tools

Construction of quantitative research tools, the researcher made an online questionnaire about the implementation of Islamic education in Bangkok public schools and its securities with the following procedure:

- 1) Studying and analyzing information about management perspectives. The head of PAI and a PAI teacher on the implementation of Islamic education and studying lecture documents, concepts, principles, theories, and research work related to the implementation of Islamic education to guide the making of questionnaires

⁸ Ratana Buason, *Qualitative research study*, (4th edition), (bangkok: publisher. chulalongkorn university2013), 109

- 2) Studying the patterns and methods of making online questionnaires and research papers. Then a questionnaire was made to cover the contents of the Islamic education program.
- 3) Bringing the online questionnaire made to the thesis supervisor. To consider the truth and make recommendations in order to revise the online questionnaire to be more complete
- 4) Bring a revised online questionnaire to education specialists to consider its completeness and accuracy.
- 5) Bring back the revised online questionnaire to the thesis supervisor. To determine the accuracy of filling out the questionnaire
- 6) Bring an online questionnaire approved by the thesis supervisor to try it. With educational institutions that provide Islamic education such as schools
- 7) Repair tools
- 8) Continue to create complete tools for data collection.⁹

3. Data Collection

- a. Collecting qualitative research data, the researcher takes the following actions:
 - 1) Contact online to the school teacher where data was collected, then the researcher sent recommendations from the online interview and questionnaire. To school teachers where

⁹ Ratana Buason, *Combined Methods for Research and Assessment*, (Bangkok: V. Print 1991), 101

information will be collected for cooperation in gathering information, interview forms as well as documentation all online

- 2) Recommendations for interviews were sent. Send it to school teachers who want to collect information
- 3) Online interview with the head of Islamic Education and a PAI teacher. The researcher then collected data by recording the results of the online interview himself.

b. Collecting qualitative research data, the researcher takes the following actions:

- 1) Contact online to the school teacher where data was collected, then the researcher sent recommendations from the online questionnaire. To school teachers where information will be collected for cooperation in gathering information, interview forms as well as documentation all online
- 2) Sent online questionnaire recommendations sent to school teachers who offer Islamic lessons. To the head of PAI to ask for cooperation in answering the online questionnaire by setting the time to receive the online questionnaire by himself
- 3) Researchers use survey results from informants. Analyze data for research studies

4. Data Analysis

a. Qualitative research

To collect interview data with content analysis from interviews then the contents are synthesized. In the Islamic education program, it has the following stages:

- 1) In online interviews, notes are taken and pasted to capture details of the interviewee's information in order to obtain clear and accurate information
- 2) Analyze in detail the information obtained from recording and transcription.
- 3) Then check the correctness of the three-wire data. Both the content, the location, the time when the information was completed the researchers had brought information about conducting Islamic education.
- 4) Separate the information obtained into categories to make it easier to summarize each.
- 5) Bring learning outcomes and develop tools for use in collections
- 6) Data collection is done by using online questionnaires in further quantitative research.
- 7) The research results obtained are summarized and arranged into narrative text.

Combined with the words of several speakers to emphasize the meaning of the word firmly and reliably and first for further discussion

b. Quantitative research

The researcher checked the validity of the questionnaire. And process data using a computer calculation program (Google Drive)

- 1) Take the online questionnaire that has been collected. Check its integrity.
- 2) Analyze the respondents' general information. By looking for the frequency (Frequency) and the percentage (Percentage) and presented in a table.
- 3) Analyze the opinions of the head of PAI and PAI teachers about the implementation of Islamic education in public schools in Bangkok.